Why and Where?

Congress

-In 1997 asked the Director of the National Institute of Child Health and Human Development and the Secretary of Education to assemble a national panel to assess the status of research-based knowledge in the area of teaching children to read and the effectiveness of the approached used.

Panel Directions:

-To present their conclusions of the research and its readiness to implement into the classroom.

-To develop a strategy for releasing the information to help with effective reading instruction in the schools.

-A plan for additional research regarding early development and instruction.

Teaching Children To Read

National Reading Panel Findings

Comprised of 14 individuals including,

Leading scientists in reading research, representatives of colleges of education, reading teachers, educational administrators, and parents.

Methodological Standards

Developed a set of rigorous research guidelines...

First and Then

if the studies met this criteria...

-Published in English in a referred journal.

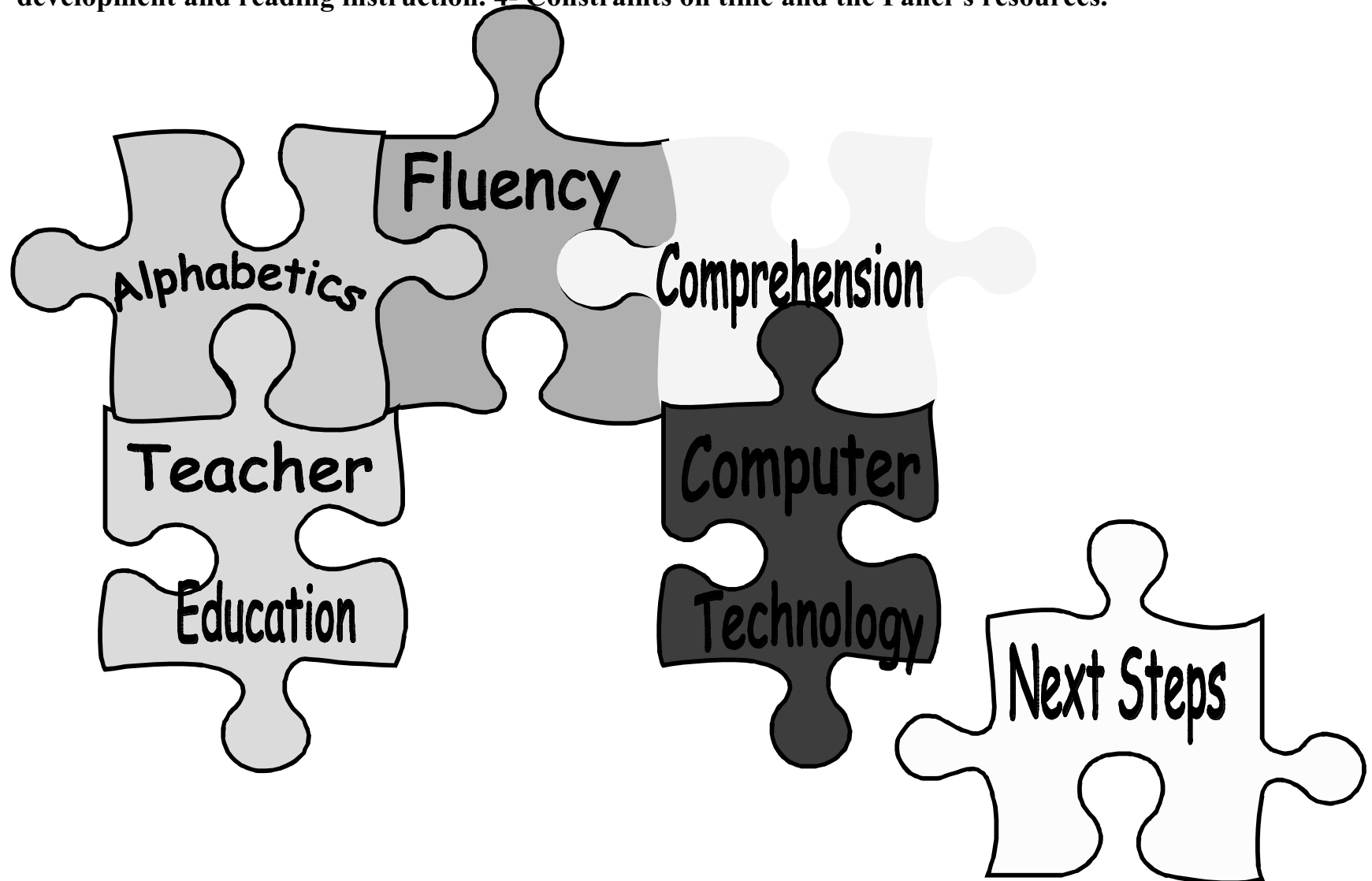-Focus on children's reading development from preschool to grade 12.

-Use an experimental or quasi-experimental design with a control group or a multiple-baseline method.

-Each study had to include several additional characteristics including, study participants, study interventions, study methods, and if the outcome and the measures of the studies were described fully.

Putting The Pieces Together

Factors-1-The hypothesized role that these topics play in reading instruction. 2-The availability of well-designed experimental studies in effective instruction. 3-The amount of research in reading development and reading instruction. 4- Constraints on time and the Panel's resources.

Fluency

Alphabetics

Comprehension

Teacher

Computer

Education

Technology

Next Steps

Alphabetics

* Phonemic Awareness

Phonemes are the individual sounds of the spoken language.

Phonemic Awareness and letter knowledge are the 2 best school entry predictors of how well children will read during their first two years of reading instruction.

Teaching phonemic awareness significantly improves children's reading vs. no phonemic awareness instruction and the skills learned last well beyond the training time.

Many studies have been evaluating the effectiveness of phonemic awareness which in turn has brought around the interest of teachers, principals, parents, and publishers.

Effective Phonemic Awareness Programs

•Teach children to manipulate phonemes with letters.

•Focus instruction on 1 or 2 types of manipulation tends to the most effective.

•Instruct children in small groups.

Teachers and students need to be motivated in order for phonemic awareness programs to be successful.

Alphabetics

* Phonics

Stresses the relationship between letters and sounds and how they are acquired and used in reading and spelling.

Incidental or Systematic

•No planned sequence

•Teacher selects elements from text

•Planned sequence

•Letter/sound relationships

•Blending sounds to form words

•Children practice what they have learned

Provides benefits for students in grades K-6, children with learning disabilities, and low-achieving students who are not disabled.

Research significant enough to implement in kindergarten and first grade, and a valuable tool for all successful reading programs.

Instruction must be consistent

Skills applied daily

Teacher training

Teacher buy in and ownership

*Fluency

Fluent readers are able to read outloud with speed, accuracy, and expression.

Guided Oral Reading and Independent Silent Reading

Guidance from teachers, peers and parents

| Significant impact across a range of grade levels in word recognition, fluency, and comprehension. |

| Positive impact on good readers and readers having difficulties. |

| No multi-year studies that provided a connection between guided oral reading and the emergence of fluency. |

Studies suggest that the more children read the better their fluency, vocabulary, and comprehension will become.

| Studies widely varied |

| Independent silent reading is not effective as the one and only instructional practice |

| Research designed to assess the specific influences Independent silent reading practices have on reading skills and fluency and motivation to read have not yet been done. |
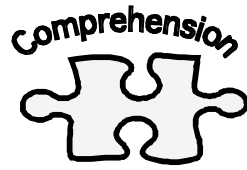
*Comprehension

The essence of reading.

It is essential to academic learning in all subject areas and lifelong learning.

The National Reading Panel's three themes:

-Vocabulary Development and Instruction

-Text Comprehension Instruction

-Teacher Preparation

Comprehension
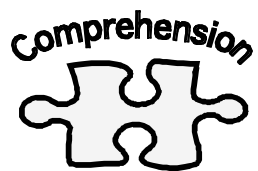
Vocabulary

Print

Oral

Decode a word to speech

Understand the word if it is in their vocabulary

Instruction + appropriate age + appropriate ability = gains in comprehension
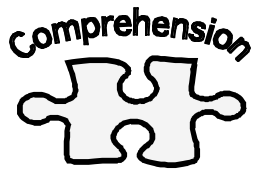
How should it be taught? Directly, indirectly, with repetition and multiple exposures.

What will work? Rich contexts, incidental learning, and the use of computer technology.

More research is needed on the best methods or combination of methods.

Comprehension

Text Comprehension Instruction

Intentional thinking during which meaning is constructed through interactions between text and reader (Harris and Hodges, 1995).

Reading + students + schema = enhanced comprehension

Improve comprehension — Children need to be taught strategies, apply those strategies, and use those strategies on their own.

Types of Instruction

Combination = the most effective.

Comprehension Monitoring

Cooperative Learning

Use of Story Maps/Organizers
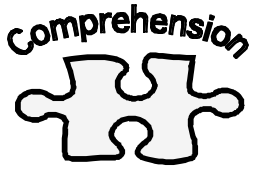
Question Answering

Question Generation

Story Structure

Summarization

More information:

Ways to teach teachers these strategies

If comprehension should be taught as a skill in all content areas.

What teacher characteristics influence successful reading instruction?

Teacher Preparation and Comprehension Instruction

Teachers need to know a variety of strategies to determine which are the most effective for the content and the students they are teaching.

Direct Explanation Instruction

Teacher's ability to directly explain the reasoning and processes involved in successful reading comprehension.

Transactional Strategy Instruction

In addition to providing explanations, teachers act as facilitators who lead student discussions where students collaborate to form a deeper understanding of the processes involved in comprehending.

Formal instruction is needed in order for teachers to use the strategies effectively.

Further research is needed to determine:

Which components of teacher preparation are the most effective.

Can Strategies effectively be implemented into content areas?

How early can strategies be taught?

How can teachers be taught to provide the best instruction?

Teacher Education and Reading Instruction

Teacher Education

The National Reading Panel focused in on this area due to the importance of teacher education on learning outcomes and the intense interest voiced in the quality and importance of continuous teacher training.

The National Reading Panel's analysis was guided by 3 questions:

-How are teachers taught to teach reading?

-What does research show about the effectiveness of this instruction?

-How can research be applied to improve teacher development?

Pre-service training -Studies only measured teacher outcomes not student outcomes.

In-service professional development -Small number of studies, but all of them showed positive effects on teaching.

More research is needed in several areas:

What is the best combination of pre-service and in-service education and length of time?

What are the best ways to assess teacher education and professional development?

How can teachers best be supported to implement these methods and ensure student achievement?

Computer Technology and Reading Instruction

Multimedia presentation functions, the Internet, and speech recognition capabilities.

Teaching components which have increased interest in using technology as a teaching device.

Findings different from other pieces

-Computer technology cannot be studied independently of instruction content and is also not an instructional method in itself.

General Statements

-Due to the difficulty in drawing conclusions from the studies.

-All studies report positive results in that it is possible to use computer technology for reading instruction, especially promising is the addition of speech to computer presented text.

-The use of hypertext may also have an additional advantage.

-The use of the word processor may be useful because of the strong link between reading and writing.

Further research

-Internet and reading instruction

-The value of speech recognition as a type of technology

-The use of multimedia presentations in reading instruction

The Next Steps...

Using these findings, the Panel knows that at least four tasks remain in developing a science of reading development and reading instruction.

1- Where possible there should be meta-analyses of existing experimental research in topic areas not addressed by the National Reading Panel such as predictable and decodable text formats on beginning reading development, motivational factors in learning to read, and the effects of integrating writing into a reading program.

2- Additional experimental research should be conducted or questions unanswered by the Panel's analyses of the topics it did cover.

3-There should be a thorough analysis of studies relevant to reading development and reading instruction that is carried out with established criteria.

4- Experimental research should be initiated to test the hypotheses developed from existing research to again meet rigorous established criteria.

The first step, but not the final one.

Concerns

-Teachers will receive even more pressure from school boards and the state legislature to adopt commercial programs.

-The research for early literacy was incomplete due to the lack of studies involved with a child's home culture.

-The research is too narrow and limited.

Positive Conclusions

-The process serves as a model for future research.

-Identifies what children need in order to become independent readers and gives evidence about what those skills.

-Identified a number of instructional approaches, methods, and strategies that can be implemented into the classroom.

-Provided resources for teachers to obtain instructional aides and guidance.

The Panel hopes this will benefit children, teachers, and educational policymakers.